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ABSTRACT

Three weeks of programing on a major television network during probable children's viewing times was subjected to content analysis to determine the number and types of reading and writing activities performed by television characters and newscasters. The purposes of this analysis were to discover whether television treats reading and writing as important and essential activities and whether it is conditioning children to regard such activities as important, useful, and enjoyable. The reading and writing activities were recorded and categorized for purpose (pleasurable, functional, and set decoration--as when books on a shelf were shown) and initiator (man, woman, child, or group). The results revealed a low number of positive instances of reading and writing activities on the television programs and a low number of positive, pleasurable instances of children's reading and writing activities. The relatively low number of positive instances were of the functional, or job related, nature. Most of the reading and writing activities were performed by men, therefore not providing positive role models for children for these activities. The findings imply that television may be conditioning children not to read or write for enjoyment or for the improvement of those skills. (FL)

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A CONTENT ANALYSIS OF A COMMERCIAL TELEVISION NETWORK TO DETERMINE SOCIAL-CULTURAL CONDITIONING TOWARDS READING AND WRITING

by

Judith Winter

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Submitted in partial fulfullment of the requirement
for the Master of Arts degree in Education at
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CHAPTER I

I. INTRODUCTION

"Television appears to have had a greater influence on the structure of daily life than any other innovation in this century".[1] This statement was made by J.P. Robinson from his study on television's impact on everyday life done in 1972. In this study, he compared television viewing time in twelve countries including the United States. The resulting finding was that in the higher industrialized and educated countries, the television viewing time was higher than less developed countries. The countries with the highest viewing times were East and West Germany and the United States. Another finding was that television consumed more time than other any activity. Dorothy Cohen's studies on this subject yielded the result that by the time a child is five, he has watched television as many hours as it takes to earn a B.A. degree. If television has such a major portion of our time, it is important that the programming content contain positive learning experiences. The results from this study will contain implications for those interested in the effects of television content on childrens' learning and behavior.

1. Robinson, J.P. and Converse, P.E, "The Impact of Television on Mass Media Usages". In A. Szalai,(Ed.), The Use of Time: Daily Activities of Urban and Suburban Populations in Twelve Countries. The Hague: Mouton and Co., 1972, P. 197-212., As found in G.A. Comstock, Television and Human Behavior: The Key Studies. The Rand Corporation, Santa Monica, CA., 1975, p. 215.

II. STATEMENT OF THE PROBLEM

Will a content analysis of the commercial television network of ABC suggest negative connotations towards reading and writing? It is hypothesized that a content analysis will reveal a significantly low number of positive references towards reading and writing activities.

III. SIGNIFICANCE OF THE PROBLEM

The significance of the problem is that educators and parents alike are concerned over the decline in childrens' reading and writing skills. Since television plays such a major role in our lives, it is suggested that television programming is partly to blame for downplaying the roles of reading and writing in today's society; therefore children are not encouraged to use reading and writing skills. It is also suggested that if television programs were to give greater importance to reading and writing activities, people would be conditioned to read and write more often.

IV. PURPOSE OF THE STUDY

The purpose of this study is to determine how this big user of childrens' time and attention portrays the uses of reading and writing. If television rarely shows these activities to have importance in our daily lives, it is suggested that children will not consider reading and writing as playing a major role in their activities.

V. DEFINITIONS, ASSUMPTIONS AND LIMITATIONS

DEFINITIONS:

Content analysis is the objective and reliable measurement of television content for a particular purpose.

Pleasurable or recreational reading/writing is the use of leisure time for enjoyment derived from doing those activities.

Functional or job related reading/writing is the use of said skills for a specific purpose.

Set decoration is the use of reading/writing materials, such as books, for scenery purposes and not portrayed as being used for any purpose by anyone.

ASSUMPTIONS:

It is assumed that the sampling of programs is representative of the network's entire season of programs and that children use the television for their entertainment for part or most of their leisure time.

LIMITATIONS:

The limitations are that the sampling covers a short space of time and that it is only representative of one network.

VI. SUMMARY:

Television has become a major factor in childrens' environment during the past twenty-five years. If this environment is to be educational, television content should be monitored regularly to determine what type of portrayal it gives to reading

and writing references. This chapter introduced purposes for content analysis of television references to reading and writing. It also discussed what results of this analysis are expected and future implications from the results.

CHAPTER II

I. INTRODUCTION

Much research has been done with the television medium and its effects on people since the introduction into our homes over twenty-five hears ago. Studies in the area of television and its effects on reading have not been in agreement; therefore, more study is needed in this field. There have been various types of content analysis studies of television programming; most of them centering around instances of violence or anti-social behavior. There have been no content analysis studies done with references to reading. Content analysis studies are done because it is one of the best reliable measurements of television messages. Since television is viewed by well over 90% of the American population, the question arises as to what extent is television influencing behavior. Through research, ideas for future programming are stimulated, ideas which may help to benefit society. If we accept the premise that television does influence behavior and cognitive knowledge, then we must realize what areas of behavior television needs to emphasize or de-emphasize.

Because of the large amount of research done with television and its effects on behavior, brief summaries will be presented in historical order by decades; fifties, sixties and seventies. These brief summaries will acquaint the reader with the background of types of research done since television's introduction.

II. REVIEW OF RESEARCH

Television has become a most important part of our lives. It is estimated that American children average three hours per day or more watching television and more than any other activity except sleeping(Lyle, 1972). In the period between 1950 and 1960 television spread to well over 90% of American homes. Because of this rapid spread, people became concerned with television's effects on people's lives. Research done in the decade of the fifties dealt with possible effects on family life and outside activities. Most of the research consisted of large-scale surveys. Two such surveys were done by Schramm, Lyle and Parker (1961) and Himmelweit, Oppenheim and Vince (1958),

The survey done by Schramm, Lyle and Parker combined results of eleven separate surveys done with a total of 5,991 children in grades 1-12, approximately 1,958 parents and several hundred teachers and principals. The results indicated that there were no overall harmful effects from viewing television, except in those children who may have had agressive tendencies or low achievement prior to viewing television. For most, television represented a form of entertainment and did not indicate causation of lowered achievement, less socializing with family and friends or subsequent violent actions.

The surveys done by Himmelweit, Oppenheim and Vince in 1955 and 1956 used 1,854 children aged 10-14 from four British cities. The principle findings were as follows: television influenced childrens' perceptions of jobs, middle class life and values;

time spent watching television was inversely related to intelligence and active lifestyles; the average amount of viewing was between eleven and thirteen hours per week; and television replaced other forms of media entertainment, such as radio and movies. There was no correlation found between low school achievement and television viewing time.

Studies to determine television's impact on reading and/or school achievement were done by Greenstein (1950), Dunham (1952), Scott (1956) and Tarbett (1956). The research had varying results; three indicated that viewing was associated with poor reading and school achievement while one other did not show such a result.

Jack Greenstein's study done in 1950 with 67 sixth graders in the Chicago area attempted to determine if there was a relationship between poor grades and television, but no such was found; childrens' grades were not adversely affected by amount of television viewing. Franklin Dunham's study used 1,100 sixth and seventh graders to compare three variables against amounts of television viewing: mental age; school achievement; and parental control. No difference was found in school achievement between heavy and light viewers but poor achievement was positively correlated with lack of parental control of types of programming watched. Tarbet's study in 1956 surveyed 262 students in the Chapel Hill, North Carolina area from grades ten through twelve. He wanted to investigate if there was any decrease in pleasure reading or academic achievement upon the acquisition of a television set in their homes.

Weekly viewing time averaged nineteen to twenty hours and there was no significant decrease in reading time or school grades.

The study done by Lloyd Scott produced somewhat different results than the previous studies. He used 407 sixth and seventh graders from the San leandro, California area to setermine if there was a relationship between viewing habits and reading and math achievement. He used the California Achievement Tests of Math and Reading, The California Test of Mental Maturity and individual checklists of programs and viewing time. The findings were that children who watched the most television were lower in reading, math and total achievement scores.

The studies of the fifties yielded satisfactory but uncertain results as to television's effects. These studies laid the groundwork for the tremendous volume of research done to determine if televiqed violence had detrimental effects. The research of the sixties was devoted to this area with some efforts spilling over into the seventies. What is considered to be the major studies will be presented in the summary. Studies done to determine effects on reading will also be presented.

By the time the decade of the sixties began, most homes had at least one set and people did spend a large amount of time viewing. Television was taken for granted but researchers became aware that incidental learning took place from viewing

even more so than intentional learning. For children, television had become a socializing agent. Maccoby's studies (1964) in the late fifties and early sixties dealt with effects of emotional arousal from film content, types of home environments versus viewing times and self-identification with heroines by sixth and seventh graders. In all of these separate studies, similar results indicated that:[2]

> The mass media of television can shape children's values, beliefs and actions. Television and other media are an important part of children's environment and public pressure on broadcasters and other media persons is desirable in order to strenghten the influence of those in the media concerned about children's welfare.

Maccoby's first study (1955) tested recall of agressive and non-agressive actions by 127 fifth and sixth graders in Boston. Frustration of children prior to viewing a violent film led to better recall of agressive actions than non-agressive. He also tested identification with characters with 269 students in the same Boston school in 1955. The subjects tended to identify with characters who maintained a viewpoint similar to theirs; boys remembered agressive content if the hero performed the agressive acts and girls remembered boy-girl interactive content better than boys when the heroine was the agent of action. The study dealing with home environment used 379 Boston mothers

[2] E.E. Maccoby, Effects of Mass Media. In George Comstock, Television and Human Behavior: The Key Studies (Santa Monica, California: The Rand Corporation, 1975), p. 193.

who had nursery school children in 1951-52. Among upper-middle class children, a restrictive and frustrating home life was related to amount of television.

Throughout the sixties, research centered around Maccoby's and Bandura's (1963) studies dealing with modeling of agressive behavior from observed violence. Bandura's studies used over 300 nursery school children in four separate studies at the Stanford University Nursery School. These studies resulted in the conclusion that children who are exposed to violence are more apt to imitate agressive acts that those who are not exposed to such actions. He also concluded that television appears to be more influential on shaping behavior than any other model, including parents. Further studies have indicated, though, that parental guidance in viewing tends to counteract the negative influences.

Since most of the research done in the area of television violence came to conclusions similar to Bandura's, a large scale review of all research was done by the Surgeon General's Advisory Committee on Television and Social Behavior in 1972. The conclusion reached indicated that there was a causal relationship between television violence and subsequent agressive behavior. The report has not yet made an influence on the levels of violence since agressive acts on programs have been on a steady increase with 3 out of 4 programs containing some violence (Gerbner, 1976). A further report by the Subcommittee on Communications of the House of Representatives concluded that since networks are not

taking responsibility for change, it is the duty of parents to supervise children's viewing. A ruling for the Subcommittee to force the networks into change was overruled. Since that time, a private group. Morality in Media led by John Donner in New York City, Has attempted to encourage consumer boycotts of products advertised in overly sexual and violent programs. Perhaps such action is needed to encourage more use of reading in television.

Studies done in the sixties with the effects of television had varying conclusions. A study done by Ridder (1963) compared television viewing times with academic achievement of 2,438 seventh and eighth grade students concluded that there was no significant relationship between grades and amount of time spent viewing. Witty's studies (1967) compared viewing time and reading achievement. He did separate studies over a period of fifteen years and used a total of 2,000 pupils. He found a slight relationshop between poor reading ability and high viewing time and good reading ability with low viewing time. He also concluded that television may help some poorer readers by sparking interests for viewing, but this should not encourage mindless viewing; for this activity should have guidance from teachers and parents to make it a learning experience.

The seventies brought advances in television technology for children as shown in: "Sesame Street"; "Mister Rogers"; and "Electric Company". These programs were designed for positive

socialization behavior and learning experiences for children. Ball and Bogatz (1971) did a study for the Educational Testing Service to determine if viewing of these programs helped children to have better achievement upon entering first grade. The conclusion reached was that children who watched the programs regularly had gains in most skills tested but children who had outside encouragement and experiences in addition to these shows had highest gains.

The postive socializing potential of television was researched by Stein and Friedrich (1972). They discovered that of 93 nursery school children who saw television pro-social behavior such as; helping, sharing and tolerance of delay, most children imitated these behaviors with their peers shortly after viewing. This reinforced the conclusion that children model observed behaviors, particularly if they are repeated. More research is suggested by the researchers of this study to determine long-lasting effects.

Another type of research dealt with children's consumer behavior influenced by television advertisements. The best known research done to date on the effects of television advertising has been done by Ward, Wackerman and Wartella (1975). Three surveys and one clinical study were done with 1,283 participants in the surveys and 20 children in the clinical study. The ages ranged from nursery school children with their mothers to seniors in high school for the surveys and

grades one through four for the clinical study. The surveys took place in the children's homes by individual questionnaires and the clinical study used interviews with the researchers with five children from each of the four grades used. The conclusions were stated as follows:[3]

> The findings have implications for five important areas, although the exploratory nature of the research means that inferences are tentative: (1) young children's reactions to commercials reflect stages in cognitive development; (2) commercial watching is a complex process; (3) mothers believe that commercials influence children; (4) adolescents have negative attitudes towards commercials, and differences between whites and blacks are slight; and (5) adolescents acquire consumer attitudes and skills from commercials.

Since their findings indicated that young children were the most likely to be influenced by televised advertising, it was also suggested by the researchers that parents should discuss advertisements with their children to guide purchases.

Singer (1977) has done research in another area of television and children's behavior, that of television program influences on imaginative play and language development. His hypothesis that too much television viewing takes time from imaginative play activities was proven in his research with 30 three and four year olds in nursery school. He concluded that children who did not watch a large amount of television tended to use adult model behaviors more frequently, such as; reading, playing house and school and building more than children who

[3] S. Ward, D.B. Wackerman and Wartella, Effects of Television Advertising on Children and Adolescents. In G. Comstock, Television and Human Behavior: The Key Studies (Santa Monica, Calif.: The Rand Corporation, 1975) p. 239.

were heavy television viewers. Those heavy viewers often based their play on violent acts seen on television rather than having imaginative play. Singer suggested that imaginative play is needed to build the background needed for cognitive learning. It was also found that heavy viewers tended to have slower language development. The only advantages for pre-schoolers viewing television was for vocabulary and concept development, but this should not be done at the expense of imaginative play activities.. Dr. Margaret Smith, Dr. Singer and Gloria Keischner are in the process of developing a children's program which will help to develop cognitive skills through play activities.

Research done to investigate sex role stereotyping in television programs and commercials has revealed that women and men are not being treated alike; men are playing the more central and dominant roles. McArthur and Resko (1974) studied 199 commercials during a week in 1971 and found men used products for career advancement and appeared more dominant and self-assured while women were portrayed as wanting approval for clean laundry and floors. The researchers contend that these presentations are reinforcing sex role stereotyping in real life. Another study in this area was done by Levinson, (1973) to determine how males and females were represented in Saturday morning cartoons. He discovered that male characters outnumbered female characters three to one and that males appeared to play the more dominant and central figures. Both studies concluded that more research is needed to determine

how these stereotyped roles influence children's perceptions of sex roles.

Studies done in the seventies to determine effects on reading and school achievement had varying results as the studies done in the fifties and sixties had. Childers and Ross (1973) studied television habits of 100 fourth and fifth graders to determine if large amounts of television viewing affected school achievement. No significant relationship was found. A similar study by Starkey and Swinford (1974) produced somewhat different results. They compared viewing habits of 266 fifth and sixth graders to reading achievement as measured in class work. The results indicated that viewing specific programs helped retention of vocabulary and facts, but that better readers watched less television than poor readers and had better vocabulary and fact retention. This relationship between good readers and less television viewing was supported by the conclusion reached by Kirkaldy (1976). He studied television habits and school achievement of 1,296 Australian children from grades K-6. The children were divided into three groups; under-achievers, average achievers and over-achievers as measured by class work. He found that the under-achiever group watched five percent more television than either average or over-achievers.

A somewhat different by Perney (1976) compared television viewing and early school achievement of 202 kindergarten children.

Parents answered questionnaires as to amounts of viewing and types of programs watched. The time spent viewing comedy, variety and drama programming was negatively correlated with verbal and math achievement scores for girls. Time spent watching "The Electric Company" was positively correlated with math achievement for boys. The total time spent watching all programs was negatively correlated with math achievement for both sexes, but was positively correlated with verbal ability. The study also indicated that all television viewing was monitored by parents.

This concludes the summaries of related research dealing with television and its effects on children. Even though much research had been done, there are still unanswered questions as to the extent of influence of the television medium as compared to family and peer influences. With the increased use of various types of video equipment, how will that affect long-term learning and interests? How will the increased use of computers affect children's reading achievement? These questions plus more will need to be answered in the "Eighties".

III. SUMMARY

Television use has grown since its introduction twenty-five years ago. Its effects on children have been and are still being questioned. Since television attempts to portray life and reality in our culture, the question arises as to whether television influences society or society influences television. Research is divided on this issue. The early studies of Schramm

Lyle and Parker along with Himmelweit, Oppenheim and Vince concluded that behavior and school achievement was not affected by television. Studies done by Greenstein, Dunham and Tarbett indicated similar findings. A different conclusion was reached by Scott which indicated that television viewing in large amounts did affect school achievement. The feeling by the writer is that television had not had enough time to be fully evaluated and that the conclusions should be questioned.

Researchers in the sixties were not convinced that television was not influencing behavior; as rates of violence increased on programs, rates of studies to determine effects grew likewise. The overall conclusion of this body of research concluded that television violence does tend to produce aggressive acts by viewers. The studies done by Bandura and Maccoby led to an overall review of research in this area by the Surgeon General's Advisory Committee for Television. This report also stated that a causal link was found between televised violence and agressive behavior, therefore indicating the influence of television on behavior.

Studies comparing television viewing time and reading and/or general school achievement have had varying conclusions, therefore indicating a need for further study in this area. Studies which found no relationship were done by Ridder and Childers and Ross. Studies which found a relationship were done by: Witty; Starkey and Swinford; Kirkaldy; Bogatz and Ball; and Perney.

Among older children (junior high and above), it was concluded by Witty, Starkey and Swinford, and Kirkaldy that better readers tended to watch less television than poorer readers. It must be added by the writer that if poorer readers view more television, perhaps difficulties in reading prevent comprehension whereas television provides comprehension without difficulty. A study would need to be done to determine if increased skills in reading would result in less television viewing. The studies by Ball, Bogatz and Perney concluded that pre-school children's cognitive skills are influenced by amounts of television. Another study with younger children by Jerome Singer indicated that too much television may deter imaginative play activity which later slows cognitive skills growth. These studies suggest that there may be possible harm resulting from too much television.

Other types of studies dealing with influences of television have been in the following areas; analysis of sex role stereotyping; effects of advertising; and effects of televised pro-social behavior. The sex-role analysis concluded that males are portrayed more dominantly than females. The study of influences of advertising concluded that young children were most likely to be influenced into buying televised products. The study on effects of televised pro-social behavior concluded that observed pro-social behavior can influence pro-social behaviors in children. All of these studies suggested that further research is needed in these areas.

CHAPTER III

I. INTRODUCTION

The purpose of this study was to determine the number and types of references to reading and writing activities from one commercial television network. This tabulation and description of references was to indicate whether a particular television station treated reading and writing as important and essential activities. A further implication intended was whether television is conditioning children to regard reading and writing as important, useful and enjoyable activities.

II. PROCEDURES

A. SOURCE OF DATA

The source of the data was the three week programming content of the ABC television network between November 3, 1979 and November 24, 1979 during probable childrens' viewing times.

B. DATA GATHERING METHODS

A time schedule table listing all programs was made first. Each day's listing contained time slots, programs, descriptions of references, and categories for purposes and initiators. The references were tallied daily and weekly as well as purposes and initiators. The weekly totals were put onto a table representation, as well as the totals for the categories of references purposes and initiators. The purpose categories were divided into pleasurable, functional and set decoration. Letter designations

were P, F, and S, respectively. Initiators categories were divided into man, woman, child or group initiated activities. (Set decorations were not included in this category, and hence, not included in the total and percentage figures.) Letter designations were M, W, C, and M&W, respectively. The purpose and initiator categories were tallied daily and weekly for comparisons. The weekly tally for each was then expressed as a percentage of the total. The final, or total, percentages were on a table representation. Comparisons were made for purposes of the discussion.

III. SUMMARY

The purpose of this chapter was to present procedures for the study. The purpose of determining how television references refer to reading and writing was also discussed. The procedures for compiling and describing the data was presented. Categoriation of references was also explained.

CHAPTER IV

I. INTRODUCTION

The purpose of this chapter was to present the results of the television viewing period. The programs viewed have been charted with the following information: date; time slot; show title; reference description; purpose of reference; and initiator of reference. The purposes of the references as follows: P for pleasurable or recreational activity; F for functional or job-related activity; and S for set decoration. The reference initiators were also coded: M for man initiated; W for woman initiated; C for child initiated; and M&W for group initiated. The references were then tallied for daily and weekly totals. The weekly totals were then put onto a table representation. The reference purposes were also tallied daily and weekly and were then totaled and put into percentages. Those percentages were also put onto a table representation. The reference initiators were tallied daily and weekly and were also totalled for percentages. Those percentages along with the totals were put onto a table representation.

II. FINDINGS

The following table presented for Saturday, November 3, 1979. As can be seen from Table I, most of the references, (20 out of 31), were considered functional or job-related.

TABLE I
PRESENTATION OF PROGRAM INFORMATION:
SATURDAY VIEWING-WEEK 1

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Sat. 11/3/79	9:00	"Plastic Man"	1. Man reads movie marquee aloud	F	M
			2. Books in library	S	
			3. Yap found reading book and told to stop	P	M
			4. Policeman writes a ticket	F	M
			5. Yap and Plastic Man read Help Wanted Ads	F	M
			6. Zena reads Witchcraft	F	W
			7. Ambassador reads report	F	M
			8. Mayor reads letter from thief	F	M
			9. Policeman reads thief's letter	F	M
			10. Signs are held up after each episode for next story titles	S	
	11:00	"Spider Man"	no references		
	11:30	"Scooby and Scrappy Doo"	11. Scooby reads letters about good health tips and eating habits	F	M
	12:00	"Weekend Special"	12. Druggist reads prescription	F	M
			13. Boys read note left by ghost	F	C
			14. Boy does homework-reading and writing	F	C
			15. Books on shelf	S	
			16. Boys read book on ghosts	F	C
			17. Program title written on book cover and audience is tole to finish reading on their own to find out ending to story	F	M
			18. Library shelf shown	S	
	12:30-7:30	"College Football and news.	19. Newscaster reads from notes	F	M
	7:30	"You"	20. Dr. reads case history	F	M
	8:00	"The Ropers"	21. Boy reads comic book at breakfast and is reprimanded	P	C
			22. Man writes check	F	M

TABLE I-CONTINUED

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Sat. 11/3/79 continued	8:30	"Detective School"	23. Policeman reads report	F	M
			24. Narrator reads dress descriptions at fashion show	F	M
			25. Students take notes	F	M&W
	9:00	"Love Boat"	26. Captain reads letter from daughter	P	M
			27. Daughter writes another letter to her father	P	C
			28. Books on shelf	S	
			29. Daughter reads her mother's diary	P	C
			30. Diners read menu	F	M&W
			31. Captain reads second letter from daughter	P	M
	10:00	"Fantasy Island"	no references		

15 hours viewed — 31 references/ 6 pleasurable / 17 man initiated
20 functional / 1 woman initiated
5 set decoration/6 child initiated
2 group initiated

As can be seen from Table I, the 31 references consisted of 6 pleasurable, 20 functional and 5 set decoration purposes. The 6 pleasurable references had some negative connotations; Yap in "Plastic Man" was told to stop wasting time reading and start catching criminals and the boy in "The Ropers" was reprimanded for reading a comic book at breakfast. The models for children were in the minority, 6 out of 31, along with women models. The child initiated references were varied; two pleasurable and three functional references. Overall, these references did not appear to indicate that reading and writing were regarded as enjoyable activities.

The majority of the references as shown in Table II for Sunday viewing were functional, (9 out of 10), with no child models for demonstrating reading and writing as pleasurable, recreational activities.

TABLE II
SUNDAY VIEWING -- WEEK 1

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Sunday 11/4/79	7:00 p.m.	"Salvage-1"	1. Man reads book to find ocean currents	F	M
			2. Judge reads report	F	M
			3. Man reads map to find iceberg	F	M
			4. Man reads weather report	F	M
	8:00	"Mork and Mindy"	5. Mindy reads in bed	P	W
			6. Nurse reads patient's chart	F	W
	8:30-11:15	"Sunday Night Movie-Jaws"	7. Sheriff reads shark book	F	M
			8. Sheriff reads autopsy	F	M
			9. News reporter takes notes for story	F	M
			10. Mayor reads report	F	M

4½ hours viewed — 10 references / 1 pleasurable / 9 functional / 0 set dec. — 8 man initiated / 2 woman initiated / 0 child initiated / 0 group initiated

In addition to children being in the minority, women were also under-represented; only 2 references were women initiated. Women models were also regarded as doing traditional women's reading, as in reading in bed and nurses reading patient charts. The men were studying reports to save the world ("Salvage-1"). Overall, the references showed reading and writing as needed activities, but clearly done only where necessary.

Weekday references as noted in Table III were generally fewer and less varied than weekend ones.

TABLE III
MONDAY THROUGH FRIDAY TABULATION-WEEK 1

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Monday 11/5/79	4:30	"The 4:30 Movie-Roots"	1. Captain writes in ship's log	F	M
	6:00	"Evening News"	2. Anchorman reads news	F	M
			3. Anchorwoman reads notes	F	W
	7:30	"Hollywood Squares"	4. Host reads questions	F	M
	8:00	"240-Robert"	5. Policeman reads report	F	M
	9:00	"Monday Night Football"	6. Sportscaster reads biographical notes	F	M
	6½ hours viewed		6 references/ 0 pleasurable/ 6 functional/ 0 set dec. /	6 man initiated 0 woman initiated 0 child initiated 0 group initiated	
Tuesday 11/6/79	4:30	"The 4:30 Movie-Roots"	1. Captain writes letter to his wife	P	M
	6:00	"Evening News"	2. Anchorman reads notes	F	M
			3. Anchorwoman reads notes	F	W
	7:30	"The Match Game"	4. Host reads questions	F	M
			5. Players read answers	F	M&W
	8:00	"Happy Days"	6. Books on shelf	S	
			7. Boys read posters in skit	F	M
	8:30	"Angie"	8. Books on shelf	S	
			9. Dr. writes case history	F	M
	9:00	"Three's Company"	no references		
	9:30	"Taxi"	10. Cab driver reads note for destination	F	M
	10:00	"Hart to Hart"	11. Hart does crosswords	P	M
			12. Caretaker reads book	P	M
	6½ hours viewed		12 references/ 3 pleasurable / 7 functional / 2 set dec. /	8 man initiated 1 woman initiated 0 child initiated 1 group initiated	

TABLE III-CONTINUED
MONDAY THROUGH FRIDAY TABULATION

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Wednesday 11/7/79	4:30	"The 4:30 Movie-Roots"	1. Kizzy reads Bible	P	W
			2. Reverend reads Bible	F	M
	6:00	"Evening News"	3. Anchorman reads notes	F	M
			4. Anchorwoman reads notes	F	W
	7:30	"Hollywood Squares"	5. Host reads questions	F	M
	8:00	"Eight is Enough"	6. Bradfords write postcards Mr. Bradford	P	M
			7. Mrs. Bradford writes	P	F
			8. children write cards	P	C
	9:00	"Charlies Angels"	9. Books on shelf	S	
	10:00	"Vegas"	no references		
	6½ hours viewed		9 references/ 4 pleasurable/ 4 functional / 1 set dec.	4 man initiated / 3 woman initiated / 1 child initiated / 0 group initiated	
Thursday 11/8/79	4:30	"The 4:30 Movie-Roots"	1. Plantation owner reads Bible	F	M
	6:00	"Evening News"	2. Anchorman reads notes	F	M
			3. Anchorwoman reads notes	F	W
	7:30	"Name That Tune"	4. Host reads guest information from cards	F	M
	8:30	"Benson"	5. Books on shelf	S	
			6. Benson reads letter from friend	P	M
			7. Katie carries books	S	
	9:00	"Barney Miller"	8. Sargeant's book is discussed	P	M
			9. Posters read aloud	F	M
			10. Barney reads report	F	M
			11. Barney reads Sargeant's book	P	M
			12. Barney reads aloud a release statement	F	M
	10:00	"Soap"	13. Books on table	S	
	5½ hours viewed		13 references/ 3 pleasurable / 7 functional / 3 set dec.	9 man initiated / 1 woman initiated / 0 child initiated	

TABLE III-CONTINUED
MONDAY THROUGH FRIDAY TABULATION

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Friday 11/9/79	4:30	"The 4:30 Movie"	1. Missy reads letter	P	W
			2. Kizzy reads Bible	P	W
	6:00	"Evening News"	3. Anchorman reads notes	F	M
			4. Anchorwoman reads notes	F	W
	7:30	"Name That Tune"	5. Host reads from cards	F	M
	8:00	"Family Feud"	6. Host reads from cards	F	M
			7. Audience reads answers	F	M&W
	9:00-11:00	"Topper"	8. Policeman reads contract	F	M

6½ hours viewed — 8 references/ 2 pleasurable/ 6 functional/ 0 set dec./ — 4 man initiated, 3 woman initiated, 0 child initiated, 1 group initiated

WEEK I TALLY

50 3/4 hours viewed/ 89 references/ 19 pleasurable/ 59 functional/ 11 set decoration — 56 man initiated, 11 woman initiated, 7 child initiated, 4 group initiated

All of the days from Week I except Wednesday showed mostly functional, man initiated references. Wednesday was an exception due to the Bradford family in "Eight is Enough" going to Hawaii and writing postcards. The movie at 4:30 of "Roots" showed very little reading due to the historical time period, but did picture Bible reading as being recreational. The remainder of the references dealt with functional or job related activities. "Love Boat" and "Eight is Enough" provided the only child models for reading or writing references during the night viewing times. Women were mostly shown in the references as the evening anchor

women for the evening news broadcasts. Generally, women and children were not shown often enough for good model representation for performing reading and writing activities.

The weekly tally supports the generalization of most references being functional and man-initiated. There were 89 total references, with 59 of them functional; a clear majority. Of the 78 initiated references, 56 of them were done by men. Children-initiated reading and writing references were quite low,(6), indicating few opportunities for children to view other children performing reading and writing successfully.

Table IV indicated that weekend viewing did present book reading and writing as the subject of one episode of the "Love Boat" in a recreational setting.

TABLE IV
WEEKEND VIEWING REFERENCES - WEEK TWO

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Saturday 11/10/79	9:00 a.m.	"Plastic Man"	1. Books in library	S	
			2. Villian reads plans	F	M
			3. President reads report	F	M
			4. Lizardman reads research	F	M
			5. Story titles on cards for audience to read	S	
	11:00	"Spiderwoman"	6. Body parts are labeled	S	
	11:30	"Scooby and Scrappy-Doo"	7. Narrator reads about zoo animals from encyclopedia	P	M
	12:00	"Weekend Special-The Ghost of Thomas Kempe"	8. Books on shelf	S	
			9. Ghost's message read by boys	P	C
			10. Show title shown on book cover	S	
			11. Next week's show title shown on book cover	S	

TABLE IV-CONTINUED
WEEKEND VIEWING REFERENCES - WEEK TWO

DAY/DATE	TIME	SHOW	REFERENCES	PURPOSES	INITIATOR
Saturday 11/10/79 continued	7:30	"You"	12. Students carry books to class	S	
			13. Men studying in fraternity house	F	M
	8:00	"Love Boat"	14. Captain reads letters from two book authors	F	M
			15. Author #1 reads letter from author #2 and ship itinerary	P	W
			16. Author #1 reads book by author #2	P	W
			17. Passenger #1 reads newspaper	P	M
			18. Passenger #2 writes questions to ask book authors	P	W
			19. Passenger #1 reads book by author #1	P	M
			20. Both authors' books shown in ship's library	S	
	10:00	"Fantasy Island"	no references		
7 hours viewed			20 references/	7 pleasurable/ 5 functional/ 8 set dec./	8 man initiated 3 woman initiated 1 child initiated
Sunday 11/11/79	7:00 p.m.	"Salvage-1"	1. Scientist reads printout	F	M
	8:00	"Mork and Mindy"	2. Mindy reads want-ads	F	W
			3. Mork fills out immigration form	F	M
			4. Mork writes note to immigration officer	F	M
			5. Immigration officer reads note	F	M
	9:00	"Love for Rent"	6. Salesman fills out report	F	M
			7. Girl reads job ads for modeling	F	W
3 hours viewed			7 references/	0 pleasurable/ 7 functional/ 0 set dec./	5 man initiated 2 woman initiated 0 child initiated

The presence of two rival authors on "The Love Boat" stimulated interest for book reading from ship passengers. "The Love Boat provided five of the seven pleasurable references, therefore increasing the pleasurable references in comparison to that found in earlier viewing. Women were also well-represented in this show as three of the seven references were women initiated and one of the authors was a woman. Since the show revolved around the two authors, much of the dialogue related to the two books and the authors.

Another note-worthy show was "The Weekend Special, The Ghost of Thomas Kempe". The weekend special show presented the initial chapters of a children's book,(usually an adventure story), and omitted the ending. The title and author of the stories are told and children are encouraged to find out what happened by reading the book themselves.

Several of the morning shows on Saturday had information or announcements printed on cards for the audience to read. These were coded as set decoration since there were no scenes of a specific person writing or reading the information.

Once again, functional references outnumbered the pleasurable reading and writing references during the second week viewing as can be seen by Table V.

TABLE V
WEEKDAY REFERENCES- WEEK 2

DAY/DATE	TIME	WHOW	REFERENCES	PURPOSE	INITIATOR
Monday 11/12/79	4:30	"The 4:30 Movie-Roots"	no references		
	6:00	"Evening News"	1. Anchorman reads notes	F	M
			2. Anchorwoman reads notes	F	W
	7:30	"Hollywood Squares"	3. Host reads questions	F	M
	8:00	"20/20"	4. Students studying in class	F	C
	9:00-11:00	"Monday Night Football"	5. Sportscaster reads biographical notes	F	M
	6½ hours viewed		5 references/ 0 pleasurable/ 5 functional/ 0 set dec./		3 man initiated 1 woman initiated 1 child initiated
Tuesday 11/13/79	4:30	"The 4:30 Movie-Roots"	1. Chicken George writes numbers on paper	F	M
	6:00	Evening News"	2. Anchorman reads notes	F	M
			3. Anchorwoman reads notes	F	W
	7:30	"The Match Game"	4. Host reads questions	F	M
			5. Players read and write answers	F	M&W
	8:00	"Happy Days"	no references		
	8:30	"Angie"	6. Angie reads in bed	P	W
	9:00	"Three's Company"	no references		
	9:30	"Taxi"	no references		
	10:00	"Hart to Hart"	no references		
	6½ hours viewed		6 references/ 0 pleasurable/ 6 functional/ 0 set dec./		3 man initiated 2 woman initiated 0 child initiated 1 group initiated

TABLE V-CONTINUED
WEEKDAY REFERENCES-WEEK 2

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Wednesday 11/14/79	4:30	"Daytime Special-Story of a Teenage Alcholic"	1. Students carry books	S	
	6:00	"Evening News"	2. Anchorman reads notes	F	M
			3. Anchorwoman reads notes	F	W
			4. Ambassador reads report	F	M
	7:30	"Hollywood Squares"	5. Host reads questions	F	M
	8:00	"Eight is Enough"	6. Nicholas reads chain letter aloud	P	C
			7. Mary studies for test	F	W
			8. Mr. Bradford writes news article and reads aloud	F	M
			9. Books on shelf	S	
			10. Nicholas writes letters (chain letters)	F	C
			11. Mary looks up information	F	W
			12. Dr. writes case report	F	M
	9:00	"Charlie's Angels"	13. Books on shelf	S	
	10:00	"Vegas"	no references		
6½ hours viewed			13 references/	1 pleasurable/ 9 functional/ 3 set dec./	5 man initiated 3 woman initiated 2 child initiated
Thursday 11/15/79	4:30	"The 4:30 Movie-Roots"	1. Mrs. Harvey reads Bible	P	W
			2. Senator writes report	F	M
	6:00	"Evening News"	3. Anchorman reads notes	F	M
			4. Anchorwoman reads notes	F	W
	7:30	"Name that Tune"	no references		
	8:00	"Laverne and Shirley"	5. Girls write letter	P	W
	9:00-11:00	"The French Atlantic Affair"	6. Passengers read on deck	P	M&W
			7. Cult leader reads notes	F	M
6½ hours viewed			7 references/	3 pleasurable/ 4 functional/ 0 set dec./	3 man initiated 3 woman initiated 0 child initiated 1 group initiated

TABLE V-CONTINUED
WEEKDAY REFERENCES-WEEK 2

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Friday 11/16/79	4:30	"The 4:30 Movie-Roots"	1. Slaves try to read deed from farm	F	M&W
			2. Senator writes report	F	M
	6:00	"Evening News"	3. Anchorman reads notes	F	M
			4. Anchorwoman reads notes	F	W
	7:30	"Name that Tune"	5. Host reads guest information from cards	F	M
	8:00=	"Family Feud"	6. Host reads questions	F	M
			7. Audience reads answers from chart	S	
	9:00	"The French Atlantic Affair"	8. Man reads from teletype	F	M
			9. Captain reads note	F	M
			10. Cult leader writes names of victims on pad	F	M
			11. Passengers reading on ship deck	P	M&W
			12. Captain reads printout	F	M

6½ hours viewed — 12 references/ 1 pleasurable/ 10 functional/ 1 set dec./ — 8 man initiated, 1 woman initiated, 0 child initiated, 2 group initiated

WEEK II TOTALS

42 hours viewed/ 70 references/ 12 pleasurable/ 46 functional/ 12 set dec./ — 35 man initiated, 15 woman initiated, 4 child initiated, 4 group initiated

Out of 70 total references, 46 were in the functional or job related category. Many of the functional references dealt with reading or filling in needed forms or reports as in; "Mork and Mindy", "Roots", and "Love for Rent". Another major group in the functional category was that of reading notes from cards as in the various game shows and in the news broadcasts.

Since the information there is usually on cue cards also, the reader is really only skimming quickly for short-term retention. The only reference which could have indicated any serious work was the research report on "Plastic Man" which was read for evil purposes. Based on these clues, the functional references did not portray reading or writing as serious, in-depth activities.

Models for behavior were mostly men; 35 man initiated references out of the 58. Women did somewhat better this week over the previous week; 15 references to eleven. This was partly due to "The Love Boat" woman author carrying three of the 15 references. Mary in "Eight is Enough" was studying for medical school exams both at home and in the library. This indicated a portrayal of women as doing more than reading in bed as in " Angie". Children were again under-represented; only 4 of the 58 references were done by young people. Two of the 4 came for Nicholas in "Eight is Enough" and his chain letter with the other 2 involving a pleasurable reading of a ghost's message in "Weekend Special" and a shot of students studying in class. There were no portrayals of children's enjoyment of book reading or creative writing activities.

As noted in Table VI, pleasurable references were more frequent on this third Saturday than any day from the previous two weeks; 12 out of the 28, with 7 of them from Saturday morning childrens' programs.

TABLE VI
WEEKEND VIEWING-WEEK 3

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Saturday 11/17/79	9:00 a.m.	"Plastic Man"	1. Girl reads labels	F	W
			2. Plastic man reads newspaper	P	M
			3. Man reads FBI poster	F	M
			4. Yuk reads magazine	P	M
	11:00	"Spider Man"	no references		
	11:30	"Scooby and Scrappy Doo"	5. Boy reads book on dental hygience for audience	P	C
	12:00	"Weekend Special"	6. Boy reads book on Eli Whitney aloud to music	P	C
		"Schoolhouse Rock"	7. Girl reads book on Thomas Edison aloud to music	P	C
			8. Man reads "DearAbby-type letters aloud	P	M
			9. Shot of boy reading letter to be answered	P	C
	12:30-6:00	"ABC Sports"	no references		
	6:00	"Weekend News"	10. Anchorman reads notes	F	M
			11. Anchorwoman reads notes	F	W
	7:30	"You"	no references		
	8:00	"The Ropers"	12. Mrs. Roper reads letter from friend	P	W
			13. Books on shelf	S	
			14. Mr. Roper reads newspaper	P	M
	8:30	"Detective School"	15. Students carry books	S	
			16. Man reads notes from beauty pageant	F	M
			17. Students take notes	F	M&W
	9:00	"Love Boat"	18. Captain reads telegram	F	M
			19. Wife reads husband's girlfriend's letters	P	W
			20. Diners read menu	F	M&W
			21. Julie reads Moby Dick for Shipmates Club	F	W
			22. Captain reads book	P	M
			23. Julie writes letter in anger for con into reading Moby Dick	P	W
			24. Ship library shown	S	

TABLE IV-CONTINUED
WEEKEND VIEWING-WEEK 3

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Saturday 11/17/79 continued	10:00	"Fantasy Island"	25. Man reads aunt's will aloud	F	M
			26. Girl reads will	F	W
			27. Secret Service Man reads report	F	M
			28. Secret Service Man reads will	F	M
14 hours viewed/ 28 references/			12 pleasurable/ 13 functional/ 3 set dec./	12 man initiated 7 woman initiated 4 child initiated 2 group initiated	
Sunday 11/18/79	6:00	"Weekend News"	1. Picture of Khomeini speech on newspaper and exerpts read from it	S	
	7:00	"The Story of Esther"	2. Picture of chapter of Esther from the Bible	S	
			3. Esther writes the King a note	F	W
	8:30	"Mork and Mindy"	4. Mork reads note from Orkin	P	M
			5. Mindy reads book in bed	P	W
	9:00-11:00	"The French Atlantic Affair"	6. Captain reads note	F	M
			7. Cult leader reads letter on ship loudspeaker	F	M
5 hours viewed/ 7 references/			2 pleasurable/ 3 functional/ 2 set dec./	3 man initiated 2 woman initiated 0 child initiated	

Saturday evening, particularly "Love Boat", contained portrayals of pleasurable reading and writing activities. Reading varied from reading books on famous people ("Weekend Special") to reading Moby Dick for an imaginary Club of the Sea ("Love Boat"). Writing varied from "Dear Abby" type letters ("Weekend Special") to taking notes in class ("Detective School"). Overall, Saturday portrayed reading and writing in a more positive and varied manner than previous days.

Varied behavior models were also numerous on Saturday, 11/17/79. Men were still in the majority; twelve out of the twenty-five references were man initiated but women and children were portrayed as doing these activities more than other previous listings. Women initiated seven of the twenty-five references and children initiated four. Group initiated made up the remaining two. The child initiated references were varied and portrayed positively as in the "Weekend Special" and "Scooby and Scrappy-Doo". The women initiated references in "Fantasy Island" portrayed women as doing serious reading.

As can be seen in Table VII, the third week of viewing followed similar patterns to the previous two weeks in terms of types of references and initiators.

TABLE VII
MONDAY THROUGH FRIDAY VIEWING-WEEK 3

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Monday 11/19/79	4:30	"The 4:30 Movie-Planet of the Apes"	1. Ape reads letter from space captain	F	M
	6:00	"Evening News"	2. Anchorman reads notes	F	M
			3. Anchorwoman reads notes	F	W
	7:30	"Hollywood Squares"	4. Host reads questions	F	M
	8:00	"240-Robert"	5. Policeman and oceanographer read about sharks	F	M
			6. Policeman writes report	F	M
	9:00	"Monday Night Football"	no references		
	5½ hours viewed/		6 references/	0 pleasurable/ 6 functional/ 0 set dec./	5 man initiated 1 woman initiated 0 child initiated

TABLE VII CONTINUED
MONDAY THROUGH FRIDAY VIEWING WEEK 3

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Tuesday 11/20/79	4:30	"The 4:30 Movie-The Planet of the Apes"	1. Apes read trial notes	F	M
			2. Child ape reads book	P	C
	6:00	"Evening News"	3. Anchorman reads notes	F	M
			4. Anchorwoman reads notes	F	W
	7:30	"Match Game"	5. Host reads questions	F	M
			6. Players write answers	F	M&W
	8:00	"Happy Days"	7. Girls studying at soda fountain	F	W
			8. Boys reading at fraternity house	F	M
			9. Bookcase shown	S	
			10. Names read aloud for Homecoming Queen	F	M
	8:30	"Angie"	11. Family Feud host writes Angie's telephone number	F	M
			12. Angie reads cue cards	F	W
	9:00	"Three's Company"	13. Chrissy reads recipes	F	W
	9:30	"Taxi"	14. Driver writes report	F	M
	10:00	"Family"	15. Man reads book to relax	P	M
			16. Father reads want ads	F	M
			17. Mother reads book	P	W
			18. Girls go to library	S	
	6½ hours viewed/		18 references/	3 pleasurable/ 13 functional/ 2 set dec./	9 man initiated 5 woman initiated 1 child initiated 1 group initiated
Wednesday 11/21/79	4:30	"The 4:30 Movie The Conquest of Planet of the Apes"	1. Men read aloud from books on bomb worshipping	F	M
	6:00	"Evening News"	2. Anchorman reads notes	F	M
			3. Anchorwoman reads notes	F	W
	7:30	"Hollywood Squares"	4. Host reads questions	F	M

TABLE VII CONTINUED
MONDAY THROUGH FRIDAY VIEWING WEEK 3

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Wednesday 11/21/79 continued	8:00	"Eight is Enough"	5. Mary reads manual to fix broken furnace	F	W
			6. Susan studies for test	F	W
			7. Abby writes in notebook	F	W
			8. Books on shelf	S	
			9. Books on Mr. Bradford's desk	S	
	9:00	"Charlie's Angels"	10. Girls take notes	F	W
			11. Girls look for mailbox name at apt. complex	F	W
			12. Books on shelf at apt.	S	
	10:00	"Vegas"	13. Sargeant writes report	F	M
			14. Villian reads labels on lab bottles	F	M
			15. Secretary writes list	F	W
			16. Dr. reads report	F	M
			17. Books on Dr's. shelf	S	
			18. Villian writes notes	F	M
			19. Tanner reads notes	F	M
			20. Books on library shelf	S	

6½ hours viewed/ 20 references/ 0 pleasurable/ 15 functional/ 5 set dec./ 8 man initiated/ 7 woman initiated/ 0 child initiated

Thursday 11/22/79 Thanksgiving	9:30-12:30	"Thanksgiving Day Parades"	1. Man announcer reads notes	F	M
			2. Woman reads from cards	F	W
	12:30	"Thanksgiving Day Football"	no references		
	7:00	"Evening News"	3. Anchorman reads notes	F	M
			4. Anchorwoman reads notes	F	W

9½ hours viewed/ 4 references/ 0 pleasurable/ 4 functional/ 0 set dec./ 2 man initiated/ 2 woman initiated/ 0 child initiated

TABLE VII CONTINUED
MONDAY THROUGH FRIDAY VIEWING WEEK 3

DAY/DATE	TIME	SHOW	REFERENCE	PURPOSE	INITIATOR
Friday 11/23/79	4:30	"The 4:30 Movie-Return of the Planet of the Apes"	1. Scientist reads report	F	M
			2. Reporters take notes	F	M
			3. Reports on judge's desk	S	
			4. House members take notes	F	M
			5. Psychiatrist takes notes	F	M
			6. Ape reads book aloud	F	M
			7. Ape reads book aloud	F	W
			8. Books on shelf	S	
	6:00	"Evening News"	9. Anchorman reads notes	F	M
			10. Anchorwoman reads notes	F	W
	7:30	"Name that Tune"	. . . no references		
	8:00	"Family Feud"	11. Host reads questions	F	M
			12. Audience answers on board	S	
	9:00-11:00	"Bing Crosby Christmas Special"	13. Crosbys read hymns	P	M&W
			14. Bing reads lyrics from Christmas carol	P	M

6½ hours viewed/ 14 references/ 2 pleasurable/ 8 man initiated
9 functional/ 2 woman initiated
3 set dec./ 0 child initiated
1 group initiated

WEEK 3 TOTALS
54½ hours viewed/ 97 references/ 19 pleasurable/ 47 man initiated
63 functional/ 26 woman initiated
15 set dec./ 5 child initiated
4 group initiated

The most frequent types of references for Week 3 were functional; 63 out of the total 97. The 19 pleasurable references came from comedy type programming: "Love Boat"; "Detective" School"; "The Ropers"; "Mork and Mindy"; and "Soap". Saturday morning programs also portrayed several pleasurable references. No drama shows featured pleasurable reading or writing activities. The functional references varied from the traditional report

skimming to studying a manual to fix a broken furnace ("Eight is Enough"). Set decoration consisted mostly of several books on a shelf in the background. The shows with the most references were the "Love Boat" and "The Return of the Planet of the Apes". Although this week contained the most references, the pattern of a majority of references being of the functional variety continued here.

Man initiated behavior models were again in the majority with 47 of the 82 initiated references. Child initiated references were most numerous on Saturday morning programming, but the week's count of 5 child initiated references was still far too low for children to view other children reading and writing.

As can be seen from Table VIII, the total numbers of references result in the majority of references being man initiated, functional activities.

TABLE VIII
TOTAL TABULATION

	Total Hours	Total References	Reference Purposes	Reference Initiators
Week 1	50 3/4	89	19 pleasurable 59 functional 11 set decoration	56 man initiated 11 woman initiated 7 child initiated 4 group initiated
Week 2	42	70	12 pleasurable 46 functional 12 set decoration	35 man initiated 15 woman initiated 4 child initiated 4 group initiated

Week 3 (on next page)

TABLE VIII CONTINUED
TOTAL TABULATION

	Total Hours	Total References	Reference Purposes	Reference Initiators
Week 3	54 1/2	97	19 pleasurable 63 functional 15 set decoration	47 man initiated 26 woman initiated 5 child initiated 4 group initiated
Total	147 1/4	256	50 pleasurable 168 functional 38 set decoration	138 man initiated 52 woman initiated 16 child initiated 12 group initiated

The weeks were consistently patterned for the functional man initiated references; 59, 46 and 63, respectively, were all majority figures. Women and children references consistently in the minority as well as pleasurable reading and writing activities. Only in Week 3, did woman initiated references show an increase over other weeks.

As can be seen by Table IX, the reference purpose and initiators followed a consistent pattern.

TABLE IX
TOTAL REFERENCE PURPOSES AND INITIATORS

	Purposes			Initiators			
	Pleasurable	Functional	Set	Man	Woman	Child	Group(M&W)
Week 1	19 21%	59 66%	11 13%	56 72%	11 14%	7 9%	4 5%
Week 2	12 17%	46 66%	12 17%	35 60%	15 26%	4 7%	4 7%
Week 3	19 20%	63 65%	15 15%	47 57%	26 32%	5 6%	4 5%
Totals	50 19%	168 66%	38 15%	138 64%	52 24%	16 7%	12 5%

Table IX shows that a majority, (65%-66%), of the references were of the functional, or job related nature. The reading and writing activities were done for a specific purpose and may not have been undertaken if not required. Many of the functional references consisted of reading notes while speaking or reading and writing reports required for a job. Pleasurable or recreational reading tallied only four percent greater than that of set decorations. Pleasurable reading and writing ranged from 17%-21% and set decoration ranged from 13%-17%. From this small percentage of pleasurable reading and writing references, a projection arises that this network station is not conditioning people for reading and writing for enjoyment and improvement of those skills.

The reference initiators also followed a consistent pattern. The male initiated references were in the majority during each of the three weeks ranging from 73% from Week 1 to 60% from Week 2 to 57% from Week 3. Women initiated references increased from 14% during Week 1 to 32% during Week 3, but still in the minority compared to man initiated references. Women initiated reading references tended towards non-serious types of reading, as reading in bed to pass the time as in "Angie" and "Mork and Mindy". Men read the research papers, ("Vegas"), the newspapers, ("Soap"), and wrote articles for publication, ("Eight is Enough"). Child initiated references were consistently low; from 6%-8%. Children's references consisted of either set decoration or short, functional activities: carrying books to class, doing

homework because of parent demands and writing a chain letter. There were no instances of a child reading a book, (either at home or in a library), or writing a letter. There was also no portrayal of enjoyment of these activities. Two particular shows, "Love Boat" and "Eight is Enough", did have the most consistent amount of child initiated references from week to week, but two programs out of approximately fifty programs viewed per week is not a significant number.

III. SUMMARY

This chapter presented the results of the viewing period from November 3-23, 1979. The reading writing references were listed along with purposes and initiators. Purposes were categorized as pleasurable, functional or set decoration. Initiators were categorized from man, woman, child or group. Discussions followed the weekly listings, stating specific programs or references which were notable.

The results indicated that the references presented were mostly functional and were initiated by men. Few children were portrayed as doing serious, functional reading or writing nor were there any instances of children's pleasurable reading and writing activities. Women were portrayed doing more recreational reading to pass the time, but not the serious types of references men did.

CHAPTER V

I. INTRODUCTION

This chapter presents the conclusions based on the results from the previous chapter. Restatement of the problem as well as a description of the procedures are also included. Finally, implications and conclusions from the study will be presented.

II. RESTATEMENT OF THE PROBLEM

The original statement of the problem was that a content analysis would reveal a significantly low number of positive references towards reading and writing activities. Additionally, it was hypothesized that a content analysis would reveal a significantly low number of positive, pleasurable references for children's reading and writing activities.

III. DESCRIPTION OF THE PROCEDURES

The procedures in this study included observation and recording of reading and writing references from ABC television programming during children's viewing times for three consecutive weeks. The data was then put on daily charts and categorized for purpose and initiators. The purpose categories were functional, pleasurable or set decoration. The initiators were man, woman, child or group. The purpose and initiator categories were then totalled and put into percentages.

IV. MAJOR FINDINGS

The major findings were as follows: programs slotted on Saturday mornings produced the most references for children;

a majority of the references were functional or job related and done for specific purposes rather than for enjoyment; men were most often portrayed in the references; and women and children were portrayed the fewest amount of times.

V. LIMITATIONS

This study had several limitations: the three week period may not have been representative of the entire year of programming; the study was only done with one network; and one assumes that children view those particular programs.

VI. CONCLUSIONS

Results of this study support the acceptance of the hypothesis of the study that a content analysis would show a low number of positive references to reading and writing activities and that it would also reveal a low number of positive, pleasurable references for children's reading and writing activities. Additional conclusions which appear warranted are that television is conditioning people, particularly children, not to read and write for enjoyment or for improvement of those skills and that children and women are not portrayed significantly enough as behavior models for various types of reading and writing activities.

VII. IMPLICATIONS AND SUMMARY

The related research appears to be divided on the issue of the extent of television's influence on society. The studies done by Schramm, Lyle and Parker along with Himmelweit, Oppenheim and Vince concluded that television did not affect behavior.

Studies which concluded that television did not affect student achievement in school were done by these researchers: Greenstein; Dunham; Tarbett; Ridder; and Childers and Ross. On the other side there were studies done which concluded television did affect behavior and achievement of students. These were done by the following: Bandura; Scott; Maccoby; Surgeon General's Advisory Committee; Witty; Starkey and Swinford; Kirkaldy; Bogatz and Ball; and Perney. Recent studies into pro-social behavior modeling on television have concluded that repeated viewing of pro-social behaviors result in the children's imitation of those behaviors. All of the studies implied more research is needed in these areas.

If we accept the conclusions that television does affect anti- and pro-social behaviors and school achievement, we can project that more research is needed to assess the impact of television on children's leisure time. Since children are watching television four or more hours per day, we can assume that they are doing less reading and writing for recreation during their leisure time. If we also accept the conclusions that television does influence various behaviors, we may also hypothesize that television's significantly low numbers of child initiated reading and writing activities may be conditioning children not to view reading and writing as pleasurable, recreational activities. If students are doing less reading and writing for recreation, perhaps this lack of practice may be deterring improvement in these skills for some children. A further implication from this is that more research is needed which involves observed childrens' behaviors versus viewing times.

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